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1955 Opening (Fall) College Enrollment

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ENROLLMENT of college-grade students[1] in colleges and universities is the largest in the Nation's history. It has increased for the fourth consecutive year, and by approximately one-quarter million students for the last two. The 1955 enrollment[2] of almost two and three-quarter million students is 8.8 percent greater than that of 1954 and 10.7 percent greater than that of 1949—the two prior record enrollments. The decline in enrollment during the period 1950–52 resulted in great part from the depletion of the reservoir of returning veterans; the increases in the subsequent years in great part were due to normal forces, among them the increase in high-school graduates and in the population of college age. It is expected that such forces will make for a continued increase in enrollment in the years ahead.

Approximately one-quarter (25.3 percent) of the total enrollment consisted of students who were attending institutions of higher education for the first time. The 1955 enrollment of 690,000 new students is 7.3 percent greater than that of 1954, but 1.0 percent smaller than the all-time high first-time enrollment of 1946—consisting predominantly of discharged veterans.

The increase in total and in first-time enrollment (8.8 and 7.3 percent, respectively), although considerable, was somewhat smaller than that of 1954. In that year total enrollment increased 11.1 percent and first-time enrollment, 12.4 percent.

These data are taken from the annual surveys of opening session enrollment conducted each fall by the Office of Education. The tabulations for 1955 include data furnished by 1,854 institutions and estimates for 4 institutions.[3]

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[1] "College-grade students" are those taking programs consisting wholly or principally of work which is creditable toward a bachelor's or higher degree—either in a given institution or by transfer (as from a junior college to a 4-year institution); such students need not be formal candidates for a degree. Students of college grade may be undergraduate, graduate, special, unclassified, or extension. They may be studying full time or part time, during day or evening, on the campus, at a branch campus, or at an extension center. The following types of students are excluded: (1) students taking courses by correspondence, radio, and TV; (2) students enrolled for individual lessons only (as in art, music, speech); (3) students enrolled only for "short courses"; and (4) pupils in nursery, elementary, and secondary grades of a training, laboratory, or preparatory school of an institution of higher education.

[2] All enrollment data presented in this article are for the opening (fall) session of the year cited.

[3] Two institutions failed to furnish data, the reply of one other was received too late to be included in the tabulations, and data from the fourth were not usable. These institutions enrolled a total of 2,700 students in 1954.

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Total Enrollment, by Type of Institution

The increase in enrollment was not distributed proportionately among the several types of institutions (see table 1). The largest gain in total enrollment (12.8 percent) was made in separately organized teachers colleges. Separately organized technological schools and junior colleges approximated this increase in enrollment, with increases of 12.7 and 12.5 percent, respectively. The 10.2 percent increase in liberal arts colleges was also above the average for all institutions (8.8 percent). Least affected by enrollment changes was the miscellaneous category of "other separately organized professional schools" [4] with an increase of 3.5 percent. Less than average gains were also made by separately organized theological schools (7.7 percent) and universities (6.4 percent).

Table 1.—Total opening (fall) enrollment in higher educational institutions, by type of institution, and by sex: 1955 and 1954

Type of institution	Number of institutions 1955	Enrollment (in thousands)		Percent change [1]
		Fall 1955	Fall 1954	
All institutions	1,858	2,721	2,500	+8.8
Men		1,784	1,602	+11.4
Women		937	898	+4.3
Universities	141	1,241	1,166	+6.4
Men		889	823	+8.1
Women		352	344	+2.3
Liberal arts colleges	732	713	[2] 647	+10.2
Men		397	[2] 350	+13.5
Women		316	[2] 297	+6.4
Separately organized professional schools:				
Teachers colleges	192	244	216	+12.8
Men		115	96	+19.3
Women		129	120	+7.6
Technological schools	44	85	[2] 75	+12.7
Men		80	[2] 71	+12.2
Wolmen		5	[2] 4	+20.8
Theoogical schools	124	31	29	+7.7
Men		25	23	+8.9
Women		6	6	+3.1
Other professional	120	56	[2] 54	+3.5
Men		45	43	+5.1
Women		11	[2] 11	−2.6
Junior colleges	505	352	[2] 313	+12.5
Men		234	[2] 197	+18.7
Women		118	[2] 116	+2.0

[1] Percentages computed on unrounded figures.

[2] This figure has been changed since the last publication (*Higher Education*, January 1955). A reclassification of institutions, by type, necessitated the recompilation of enrollment data for 1954 on the basis of 1955 classifications, in order to achieve comparability between the figures for the 2 years.

Source: Research and Statistical Services Branch, U. S. Office of Education.

Table 2.—Students attending colleges for the first time, by type of institution, and by sex: Fall 1955 and 1954

Type of institution	Number of institutions 1955	Enrollment (in thousands)		Percent change [1]
		Fall 1955	Fall 1954	
All institutions	1,858	690	642	+7.3
Men		431	396	+8.7
Women		259	246	+5.2
Universities	141	236	226	+4.3
Men		162	156	+4.0
Women		73	70	+4.9
Liberal arts colleges	732	196	[2] 181	+8.2
Men		107	[2] 97	+10.5
Women		89	[2] 84	+5.5
Separately organized professional schools:				
Teachers colleges	192	68	62	+10.2
Men		34	30	+11.3
Women		34	32	+9.2
Technological schools	44	18	[2] 17	+8.8
Men		17	[2] 16	+8.9
Women		1	[2] 1	+7.4
Theological schools	124	4	4	+4.5
Men		3	2	+10.6
Women		2	2	−3.0
Other professional	120	12	12	−0.4
Men		9	9	−0.1
Women		3	3	−1.3
Junior colleges	505	155	[2] 140	+10.5
Men		99	[2] 86	+14.9
Women		56	[2] 54	+3.5

[1] Percentages computed on unrounded figures.

[2] This figure has been changed since the last publication (*Higher Education*, January 1955). A reclassification of institutions, by type, necessitated the recompilation of enrollment data for 1954 on the basis of 1955 classifications, in order to achieve comparability between the figures for the 2 years.

Source: Research and Statistical Services Branch, U. S. Office of Education.

First-time Students, by Type of Institution

The increase of approximately 50,000 (7.3 percent) new students in 1955 was not felt equally by the several types of institutions (see table 2).

As with total enrollment, the three types that

[4] "Other separately organized professional schools" consist of institutions (other than teachers colleges, technological schools, and theological schools) which offer programs directed to one or more fields of specialization, such as law, music, or art.

made the greatest gains were junior colleges (10.5 percent), separately organized teachers colleges (10.2 percent), and separately organized technological schools (8.8 percent). In first-time enrollment, however, the increase in junior colleges exceeded that in the other two types. Liberal arts colleges also made gains above the average for all institutions. Separately organized theological schools and universities showed similar gains (4.5 and 4.3 percent, respectively), while the miscellaneous category of "other" separately organized professional schools made a small loss (0.4 percent) in enrollment.

Enrollment by Type of Institutional Control

Privately controlled institutions shared in the increase in students to a lesser extent than those under public control. The increase in total enrollment in publicly controlled institutions was 9.7 percent as compared with 7.7 percent in privately controlled institutions. The corresponding figures for first-time enrollment are 7.9 and 6.5 percent, respectively, for the two types of institutions (see table 3).

Table 3.—Total opening (fall) enrollment and first-time students, by type of institutional control and by sex: Fall 1955 and 1954.

Type of control and sex of student	Enrollment (in thousands)		Change [1]	
	Fall 1955	Fall 1954	Number (in thousands)	Percent
Publicly controlled				
Total enrollment	1,531	1,395	+136	+9.7
Men	992	878	+114	+13.0
Women	539	517	+22	+4.2
First-time students	414	384	+30	+7.9
Men	262	241	+22	+9.0
Women	152	143	+9	+6.0
Privately controlled				
Total enrollment	1,190	1,105	+86	+7.7
Men	792	724	+68	+9.4
Women	398	380	+17	+4.6
First-time students	275	258	+17	+6.5
Men	168	156	+13	+8.1
Women	107	103	+4	+4.1

[1] Number and percent of change computed on unrounded figures.

Source: Research and Statistical Services Branch, Office of Education.

An analysis of the enrollment data for the past few years (see table 4) indicates that publicly controlled institutions have been enrolling an increasing proportion of all students. From 1947, when privately controlled institutions accounted for a somewhat greater proportion (50.7 percent) of the total college and university enrollment than publicly controlled institutions, in each year but one (1951) the proportion of all students enrolling at private institutions has declined, the figure for 1955 being 43.7 percent. The prospect of further increases in total enrollment presages a continuation of this trend.

Table 4.—Total opening (fall) enrollment, by type of institutional control: 1946–55

[In thousands]

Opening (fall) enrollment	Total	Publicly controlled		Privately controlled	
		Number	Percent [1]	Number	Percent [1]
1946	2,078	(2)	(2)	(2)	(2)
1947	2,338	1,152	49.3	1,186	50.7
1948	2,408	1,190	49.4	1,218	50.6
1949	2,457	1,219	49.6	1,238	50.4
1950	2,297	1,154	50.3	1,142	49.7
1951	2,116	1,052	49.7	1,064	50.3
1952	2,148	1,114	51.8	1,035	48.2
1953	2,251	1,204	53.5	1,047	46.5
1954	2,500	1,395	55.8	1,105	44.2
1955	2,721	1,531	56.3	1,190	43.7

[1] Percentages computed on unrounded figures.

[2] Not available.

Source: Research and Statistical Services Branch, Office of Education.

Enrollment by Sex

The enrollment of both men and women was at an all-time high in 1955. The prior record year for male enrollment was 1949, when 1,729,000 were enrolled. The 1955 figure of 1,784,000 exceeds the 1949 figure by 3.2 percent (see table 5). With an enrollment of 937,000 women students, 1955 became the fourth consecutive year in which the enrollment of women has set a record.

The total enrollment of men increased considerably more than that of women in 1955—11.4 as compared with 4.3 percent. The corresponding increases in first-time enrollment were 8.7 and 5.2 percent for men and for women, respectively.

An analysis of percentage increases in the total enrollment of men and women in the several types of institutions indicates that separately organized teachers colleges made the greatest gains in the enrollment of men (19.3 percent) and separately organized technological schools in that of women (20.8 percent). In first-time enrollment, the increase in women students was greatest in separately organized teachers colleges (9.2 percent). The first-time enrollment of men, however, increased (14.9) percent most at junior colleges.

Table 5.—Total opening (fall) enrollment of men and women students in higher educational institutions: 1946–55

[In thousands]

Fall	Total	Men		Women	
		Number	Percent [1]	Number	Percent [1]
1946	2,078	1,418	68.2	661	31.8
1947	2,338	1,659	71.0	679	29.0
1948	2,408	1,712	71.1	696	28.9
1949	2,457	1,729	70.4	728	29.6
1950	2,297	1,569	68.3	727	31.7
1951	2,116	1,399	66.1	718	33.9
1952	2,148	1,387	64.6	761	35.4
1953	2,251	1,432	63.6	818	36.4
1954	2,500	1,602	64.1	898	35.9
1955	2,721	1,784	65.6	937	34.4

[1] Percentages computed on unrounded figures.

Source: Research and Statistical Services Branch, Office of Education.

The Largest Institutions

The ten "institutions" [5] reporting the largest enrollments in the fall of 1955 were: [6] the University of California, all campuses (38,594); the State University of New York, all campuses (33,623); New York University (31,867); the City College of the City of New York (26,426); Columbia University (25,887); the University of Illinois (24,129); the University of Michigan (23,765); the University of Minnesota (23,393 [7]); Ohio State University (21,744); and the University of Wisconsin (20,119).

[5] Reporting units.

[6] This ranking of institutions is based on the enrollment of students of college grade as defined in footnote 1, above. Were the student unit defined in some other way (for example, full-time resident student), the list might be considerably altered.

[7] Excludes 8,077 evening students, reported after tabulations were closed.

Nonwestern Civilization Program

As a result of strong student interest in a pioneering undergraduate program at the University of Rochester on nonwestern civilizations designed to provide a broad understanding of the realities of Asia, the Middle East, Africa, and Latin America, the program has been expanded this fall to provide for a field of concentration in the subject. Although many other colleges and universities have established area studies in nonwestern civilizations, they are largely for graduate students. The unique character of the Rochester program is that it is planned as an integral part of the undergraduate curriculum. It was initiated a year ago with a course entitled "An Introduction to Non-Western Civilization," dealing with the political, economic, social, and cultural forces that have molded the civilizations of Eastern Europe, the Middle East, Asia, Africa, and Latin America and are forging new societies in those areas today.

Although the program is not designed primarily for vocational purposes, a student who completes work in it should be well qualified for graduate study in the fields of his special interest, such as history, government, economics, international relations, and anthropology. Similarly, a student who wishes to enter government or other fields in international affairs can complete the necessary requirements for a wide variety of positions. Students prepared in this program should also be useful to business and banking firms doing business abroad.

Ohio College Study

A study has been begun under the auspices of the Ohio College Association to answer the question how to cope with the impending wave of college students. A fund of $15,000 has been provided for the project—half by the association and half by the Rockefeller Foundation. The report is to be presented to the association at its meeting in April 1956. The work is in charge of a committee of 7, with Howard L. Bevis, president of Ohio State University, as chairman. John Dale Russell, chancellor and executive secretary of the Board of Educational Finance of New Mexico, and formerly assistant commissioner for higher education of the U. S. Office of Education, is directing the study.

Trends in Tuition Charges and Fees

By ERNEST V. HOLLIS*

STUDENT fees and tuition constitute one of the major sources of college and university income. In these days of spiraling costs some argue that a disproportionately large fraction of the increase is being met by larger tuition and fee payments. Perhaps the best way to dispel this misconception is to show that, although tuition and fees have risen moderately, since 1930 receipts from this source of income have constituted a smaller percentage of total educational and general expenditures.

Tuition and Fee Increases

Tables 1 and 2 show the relatively modest increases in tuition and fee charges during recent years. The figures in these tables and in table 3 are based on the charge for tuition and fees for an academic year for the typical nonveteran, in-state, full-time undergraduate.

Table 1 shows the increases in tuition and fees in 1,526 colleges and universities between the school years 1953–54 and 1954–55. During this period the increase in tuition and fees in publicly and privately controlled institutions was identical—$13 in each case. But because of the much lower tuition rate per student in public institutions, the percentage increase was 10.9 in public institutions as compared with 2.6 percent in privately controlled colleges.

Table 2 shows the trends in tuition and fee charges for a 15-year period in 196 institutions, each of which enrolled 2,000 or more students. From this table it may be seen that during the period 1940–55 there was an 89-percent increase in tuition and fees charged by the 120 publicly controlled institutions and an 83-percent increase in those charged by 76 privately controlled institutions. But it should also be noted that the base tuition rate from which these percentages were derived was $70 in publicly controlled institutions and $328 in privately controlled institutions. The figures for junior colleges, shown in table 2, are not typical of the Nation as a whole because 6 of the 10 junior colleges studied were California institutions in which only nominal fees are charged.

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Table 1—Tuition rate per student in 1,526 higher educational institutions, by type of control and by curricular-organizational classification, 1953–54 and 1954–55

Type of control and curricular-organizational classification	No. of institutions	Tuition rate per student		Increase, 1954 to 1955	
		1953–54	1954–55	Amount	Percent
Publicly controlled	530	$119	$132	$13	10.9
Universities	70	153	173	20	13.1
Liberal arts colleges	65	90	100	10	11.1
Technological schools	19	129	143	14	10.9
Teachers colleges	145	97	103	6	6.2
Other professional schools	10	215	274	59	27.4
Junior colleges	221	55	59	4	7.3
Privately controlled	996	503	515	13	2.6
Universities	52	575	593	18	3.1
Liberal arts colleges	562	463	476	13	2.8
Technological schools	20	618	622	4	.6
Theological schools	88	193	200	7	3.6
Teachers colleges	21	335	358	23	6.9
Other professional schools	92	512	528	16	3.1
Junior colleges	161	345	371	26	7.5

Source: Data compiled from Office of Education statistical surveys.

Table 2—Tuition rate per student in 196 higher educational institutions,[1] by type of control and by curricular-organizational classification, 1939–40, 1949–50, and 1954–55

Type of control and curricular-organizational classification	No. of institutions	Tuition rate per student			Amount of increase			Percentage increase		
		1939–40	1949–50	1954–55	1940 to 1950	1940 to 1955	1950 to 1955	1940 to 1950	1940 to 1955	1950 to 1955
All institutions	196	$165	$249	$305	$84	$140	$56	51	85	22
Publicly controlled	120	70	109	132	39	62	23	56	89	21
Privately controlled	76	328	468	599	140	271	131	43	83	28
Publicly controlled:										
Universities	69	83	123	158	40	75	35	48	90	28
Liberal arts colleges	19	29	56	71	27	42	15	93	145	27
Technological schools	4	104	151	165	47	61	14	45	59	9
Teachers colleges	17	61	92	108	31	47	16	51	77	17
Other professional schools	1	72	103	137	31	65	34	43	90	33
Junior colleges	10	10.74	15.77	18.27	5.03	7.53	2.50	47	70	16
Privately controlled:										
Universities	57	327	465	600	138	273	135	42	83	29
Liberal arts colleges	14	294	426	525	131	231	99	45	79	23
Technological schools	5	389	598	736	209	347	138	54	89	23

[1] Each of the 196 institutions studied enrolled 2,000 students or more.

Source: Data gathered from a catalog study by the Office of Education.

Percentage of Income From Tuition and Fees

The increases in tuition and fees have of course produced much needed additional current income. But, as is shown in table 3, it was a smaller percentage of educational and general expenditures in all public and all private colleges in 1952 than in 1930. When public junior colleges and teachers colleges are considered as separate groups, tuition and fees provided a larger percentage of expenditures in 1952 than in 1930. The trend followed by the main stream of colleges was reversed because students, rather than the taxpayers, were being required to pay more of the cost of enriched programs offered in junior and teachers colleges in the post-World War II years.

The educational and general category of expenditures used in the comparisons shown in table 3 includes (1) administration and general expenses, (2) instruction and departmental research, (3) libraries, (4) organized activities related to educational departments, (5) operation and maintenance of physical plant, (6) extension and public service, and (7) separately budgeted research. Separately budgeted research was omitted from the comparisons shown in table 3 because full support for it is generally obtained from Federal and State funds or gifts and grants that would not otherwise be available for the educational purposes of an institution.

From table 3 it may be noted, for example, that in 1930 receipts from tuition and fees in all publicly controlled institutions provided 20.6 percent of all educational and general expenditures and that in 1952 this source of revenue provided 19.7 of these expenditures. In all privately controlled institutions the comparable figures were 63.6 percent in 1930 and 58.3 percent in 1952. The situation is not essentially different when receipts from tuition and fees are shown as a percentage of the total current expenditures of colleges and universities. A table in the more comprehensive paper from which this article is drawn shows, for example, that tuition and fees in 1930 were 14.8 percent of the total current expenditures of publicly controlled institutions, and that in 1952 they were 13.2 percent of these expenditures. Comparable figures for privately controlled institutions show that 43.9 percent of total current expenditures was derived from receipts from tuition and fees in 1930, and that the proportion was 41.3 percent in 1952.

Conclusion

These data lead one to conclude that while tuition and fees have increased with the total of spiraling costs, they have not increased quite as rapidly as total costs. Moreover, Internal Revenue data indicate that they have not increased as rapidly as individual or family incomes after the payment of

Table 3—Receipts from tuition and fees in institutions of higher education as a percentage of educational and general expenditures (except expenditures for separately budgeted research)

School year	All curricular-organizational classifications	Universities, colleges, and professional schools	Teachers colleges and normal schools*	Junior colleges*
Publicly and privately controlled institutions				
1929–30	42.9	49.0	12.8	39.9
1939–40	40.6	42.1	25.2	42.0
1941–42	37.4	39.0	21.4	37.2
1943–44	25.8	26.2	14.9	35.9
1945–46	37.6	38.1	21.8	48.4
1947–48	54.3	55.3	39.0	55.9
1949–50	47.4	48.9	34.4	40.8
1951–52	37.0	38.4	23.4	32.8
Publicly controlled institutions				
1929–30	20.6	25.9	10.8	8.0
1939–40	19.2	22.3	22.4	17.9
1941–42	19.9	20.6	18.6	14.4
1943–44	13.1	13.3	13.2	10.0
1945–46	20.6	20.9	17.8	22.0
1947–48	39.0	38.2	37.3	49.3
1949–50	25.5	24.7	32.1	25.6
1951–52	19.7	19.5	21.2	19.1
Privately controlled institutions				
1929–30	63.6	64.1	33.7	71.8
1939–40	59.5	58.6	71.1	75.1
1941–42	55.9	55.0	74.9	70.4
1943–44	37.8	36.4	57.4	70.4
1945–46	53.4	52.0	72.9	76.6
1947–48	70.3	70.6	72.0	65.4
1949–50	58.4	57.7	76.4	74.6
1951–52	58.3	58.0	64.5	65.2

*Normal schools are classified with junior colleges after 1948.

Source: From material prepared by the Office of Education.

Federal income tax. Neither have tuition and fee rates increased as rapidly as the per capita disposable income figures shown in *Economic Indicators*, published by Council of Economic Advisors, Executive Office of the President (available from the U. S. Government Printing Office). There is of course no way to identify college-going families or student-income producers in these figures.

In reporting the foregoing data there has been no intention to support the premise that college students of today should pay as large a proportion of the educational and general expenses of colleges as students did in 1940 or earlier. There is and always has been a widely different philosophy among the States on the proportion of the cost of a college education that should be borne by the student and his family and the proportion that should be borne by taxpayers in general. Similar variation exists among privately controlled colleges, but it is more difficult to determine how much of it is based on principle and how much on necessity.

Programs for Administrators

RESEARCH and training programs for academic administrators will be conducted under a 5-year Carnegie Corporation grant of $340,000 to the newly created Institute for College and University Administrators. The institute is under the direction of Robert W. Merry and Vernon R. Alden of the Harvard Graduate School of Business Administration.

The institute plans to repeat two activities which it undertook, also with corporation support, during the last summer: one a training session for new college presidents and their wives; the other a similar session for deans of students. In addition, it will explore the possibility of developing short seminars for college and university trustees and regents. Part of the institute's budget has been earmarked for research on policies and procedures in the administration of higher education.

Self-Study at Notre Dame

THE UNIVERSITY OF NOTRE DAME has announced a Self-Study Committee for the College of Engineering composed of eight members from the Colleges of Engineering, Science, and Liberal Arts. This committee is engaged in a 1-year project under a grant from the Carnegie Corporation of New York to define a type of engineering education which incorporates the ideals of a church-affiliated university—that is, one strongly committed to Christian traditions—and to make a thorough study of engineering education. This will include a study of objectives of engineering education in the light of present needs and a consideration of the various means that might be used to achieve the objectives.

Actions of the Land-Grant College Association

By RUSSELL I. THACKREY*

AT ITS 69th annual convention at Michigan State University, East Lansing, November 13–17, the Association of Land-Grant Colleges and Universities became the American Association of Land-Grant Colleges and State Universities. This action came as the result of adoption of an amendment to the Association's constitution, which had been pending since a previous constitutional amendment in 1952 opened membership to non-land-grant State universities.[1]

The Executive Committee of the Association, in recommending adoption of the amendment, pointed out that well over half the 71 members of the Association are officially designated as State or Territorial universities and suggested that this should be reflected in the organizational name. The word "American" had appeared in the name of the Association during approximately half its history and was again incorporated to indicate the scope of the organization.

The convention, attended by more than 840 delegates and guests from all the States, Alaska, Hawaii, and Puerto Rico, made educational history in several other respects.

Representatives of 16 of the 17 colleges and universities founded as land-grant institutions for Negroes attended as delegates for the first time, and the 17th institution will become a full member on January 1, 1956, bringing the membership to a total of 72. This was in response to action taken at the 1954 convention extending invitation to membership. At a meeting just prior to the opening of the convention, the Conference of Presidents of Negro Land-Grant Colleges voted to dissolve that organization in view of the action taken by the Association.

The convention was also the closing event in the celebration of the Centennial of Michigan State University, whose founding in 1855 gave pioneering expression to the national demand for a reorientation of higher education which resulted in the Land-Grant Act of 1862.

Among major policy actions taken during the convention, some new and many reaffirming previous positions, were the following:

1. The Association voted to support in principle the introduction of legislation providing for Federal assistance in the conduct of general extension work in the various States, a position it has taken consistently for many years whenever the issue has been raised. Such a service would provide for people in subject-matter areas not now covered by the Cooperative Extension Service in Agriculture and Home Economics conducted by the land-grant institutions in cooperation with the U. S. Department of Agriculture. It left the details of such legislation for later drafting, after consultation with various interested groups.

2. Rising interest in national scholarship legislation in various quarters caused the Association to take two steps:

(*a*) It instructed its Executive Committee to formulate, in consultation with member institutions, a statement of principles and policies which should govern such legislation, if adopted, and to determine the attitude of members toward such legislation. This followed a report of its Joint Committee of Business Officers (with the National Association of State Universities) which noted that scholarship bills before the current Congress involve a wide variety of stated purposes, numbers of scholarships, fiscal and administrative provisions, and in many instances include substantial loan funds, the utility of which is doubted at present.

(*b*) Noting that several pending scholarship proposals also involved creation of Federal colleges or academies to be attended by recipients, the Association voted flat opposition to establishment of additional degree-granting institutions by the Federal Government.

3. Announcement by the Department of Defense that it would support a matching-aid program for needed Reserve Officers' Training Corps facilities of all branches of the Armed Forces was welcomed, and the Association pledged full support to such a measure, which would give partial aid to all colleges involved in performing a vital national function. The Association also urged the Army to follow the ex-

*Executive Secretary, American Association of Land-Grant Colleges and State Universities.

[1] The Association of American Agricultural Colleges and Experiment Stations, organized in 1887, became the Association of Land-Grant Colleges in 1920. In 1926 the organization adopted the name Association of Land-Grant Colleges and Universities.

ample of the Navy and Air Force (the latter still experimentally) in taking official responsibility for custody of ROTC equipment. In view of actions which have seemed to place almost exclusive stress on the production of active-duty reserve and regular officers by the ROTC, the Association instructed its representatives to press for a clarification of attitude by the Department of Defense and the several services on the role of the ROTC as an educational program. This has been a primary basis for its continued requirement in many colleges and universities, both inside and outside the Association.

4. At the convention John Hazeltine, commissioner of the Community Facilities Administration, Housing and Home Finance Agency, announced an Administration decision to release for use the full amount of the $500 million authorized by the Congress for college housing loans. He also invited members to support a revision of the present law to provide for a higher interest rate, in order to attract a greater volume of private financing. The senate of the Association felt that the new housing loan legislation ought to be given a chance to operate for a time before conclusions were drawn as to possible need for revision, and reaffirmed its support, for the present, of the legislation enacted in the first session, 84th Congress.

5. Since many Canadian colleges and universities are similar to and have many of the problems of U. S. land-grant and State universities, the Association voted to invite the Conference of Canadian Universities to be represented at its 1956 convention by its officers and by one person in each of the Association's divisions and councils, the purpose being to provide for an informal exchange of views on common problems.

6. A new standing Committee on Public Information was created, to facilitate gathering and publication of information on the work of the land-grant and State institutions as a group. This committee was also charged with making preliminary plans for celebration of the Centennial of the Morrill Land-Grant Act, in 1962.

7. The Association reaffirmed its belief that educational benefits under the Korean GI bill should go to all those entering service during a period when Selective Service is in operation, but noted that it would not oppose a cut in accumulation of such benefits from 1½ days for every day in service to 1 day, in accordance with the traditional practice of distinguishing between peacetime and wartime service. It also reaffirmed support of the principles of the Korean GI bill.

8. Continuance of a table of allocations of television channel reservations, specifically including reserved channels for educational television, was urged on the Federal Communications Commission as essential to the continued development of educational TV.

9. The Association noted with satisfaction that the Commission on Intergovernmental Relations had, like its many predecessors who have examined the functioning of the land-grant system in its relationships to the Federal Government, recommended continuance of this relationship as in the national interest.

The Association, however, declined to agree with the Commission that funds available for resident teaching in the historic fields of emphasis of the land-grant institutions (including engineering) should be made available for agricultural research; or that changes in the formula and method of distribution of agricultural research and extension funds suggested by the Commission should be adopted, since these have only recently been reviewed and recodified by the Congress after extensive study by the land-grant institutions in cooperation with the Department of Agriculture.

10. In the field of foreign technical cooperation, in which member institutions are heavily involved through university contracts and training programs, the Association took two major actions:

(*a*) It reaffirmed its strong belief in the general philosophy of the foreign technical assistance program and the interest and willingness of member institutions to take part in it, and said "considerable progress" has been made in conducting such programs through university contracts.

(*b*) It stressed the "growing concern" over difficulties encountered in negotiation, administration, and operation of university contract programs. It directed its Committee on Foreign Technical Cooperation, headed by John A. Hannah, president of Michigan State University, to work in conjunction with the Committee on Institutional Projects Abroad of the American Council on Education in bringing these problems forcefully to the attention of the highest levels in the Administration necessary to reach a solution.

11. Formal exploration of the possibility of forming one overall organization, begun in 1949 at the request of the National Association of State Universi-

ties, was ended by discharge of the committee on that subject, following similar action by NASU at its meeting last spring. To further mutual cooperation on common problems, the Association's Executive Committee voted to invite the Executive Committees of the National Association of State Universities and the State Universities Association to meet with it annually during January of each year.[2]

The Association also received a report on establishment of the new National Agricultural Extension Center for Advanced Study at the University of Wisconsin. It asked a committee to work with the U. S. Office of Education on improvement of statistical reports on the land-grant institutions and the Business Officers Committee to make an immediate study of the progress and problems of Old Age and Survivors' Insurance coverage in member institutions of the Association and the National Association of State Universities.

Irvin Stewart, president of West Virginia University, was elected president of the Association for 1956, succeeding Lewis Webster Jones, president of Rutgers University, who becomes chairman of the Executive Committee. New members of the Executive Committee include E. B. Evans, president of Prairie View Agricultural and Mechanical College, who fills the unexpired term of Dr. Stewart; C. C. French, president of State College of Washington; James W. Burch, cooperative extension director, University of Missouri; and P. A. Dodd, dean, College of Letters and Science, University of California at Los Angeles. The Executive Committee is composed equally of heads of member institutions and representatives of the subject-matter divisions of the Association.

Census of U. S. Students Abroad

OVER 9,000 U. S. students studied abroad during 1954–55, according to the preliminary returns of a survey taken by the Institute of International Education. Initial returns from this statistical report on American students abroad indicate that 9,262 U. S. citizens studied in 47 foreign countries and political areas during the past academic year. The survey was limited to students having both U. S. citizenship and permanent residence in the United States.

The survey, first undertaken as a pilot project in 1953, was conducted by means of a questionnaire sent to 1,000 institutions of higher education in 74 foreign countries and political areas. Replies have been received from a total of 836 institutions or 83.6 percent of those polled: 379 institutions reported 9,262 U. S. students enrolled; 457 reported no U. S. students. A final report on U. S. students abroad will be included in the 1956 *Open Doors*, the institute's annual census report on foreign students, scholars and doctors in the U. S.

Countries

Where did the American students study? Almost 59 percent (5,461) of those reported were enrolled in European schools; 15 percent were in Mexico; and 14.8 percent in Canada. Four countries reported over 1,000 U. S. citizens in their institutions of higher education: Mexico, 1,395; Canada, 1,374; Italy, 1,084, and the United Kingdom, 1,009.

European countries, in addition to Italy and the United Kingdom, where over 100 U. S. students enrolled, were: Germany, 834; France, 805; Switzerland, 759; the Netherlands, 200; Spain, 165; Austria, 158; and Belgium, 134.

There were 624 students in the Far East, 491 of these in the Philippines and 112 in Japan. The Near East received 141—81 in Israel and 54 in Lebanon. In the Western Hemisphere, in addition to Mexico and Canada, 51 students were enrolled in Caribbean countries and 100 in South America. Of this last number, 85 went to Peru.

There were 31 students in Africa—18 in Egypt and 9 in the Union of South Africa. Oceania received 85 students—66 in Australia and 19 in New Zealand.

Subjects of Study

What subjects did the U. S. students study abroad? Of the first 8,219 students reported, 74.2 percent pursued studies in six academic fields: liberal arts, 1,973; medicine, 1,718; theology, 764; social sciences, 753; creative arts, 477; and natural and physical sciences, 415. There was no answer on field for 1,735 students, or 20.9 percent of the first 8,219 reported.

Other subjects studied abroad were: business administration, 151; engineering, 105; education, 59; and agriculture, 21. There were 48 students in all other fields.

[2] The National Association of State Universities, established in 1895, consists of 52 State universities; the State Universities Association, organized in 1917, consists of 22 State universities that are not land-grant universities. A total of 5 State universities do not hold membership in either of these two associations; two of these are members of the American Association of Land-Grant Colleges and Universities.

Technical Assistance Through Inter-University Contracts

By J. RUSSELL ANDRUS*

THE UNIVERSITY Contracts Abroad represent a significant development in the foreign assistance program. Through these contracts American universities extend their teaching and research activities into overseas areas which have voiced a need for their services. In doing this the universities both widen their own international horizons and make notable contributions to education, health, agriculture, and other forms of social and economic advancement among the people of more than 60 countries. Another form of assistance to foreign countries is performed through Missions staffed by the United States Civil Service and Foreign Service Officers. Both the university contracts and the Missions are arranged by the International Cooperation Administration.

International Cooperation Administration (ICA) and Its Predecessor Agencies

The International Cooperation Administration is a successor to a series of agencies engaged in technical assistance, as well as economic and, in some cases, military assistance. The oldest of the component parts of ICA is the Institute of Inter-American Affairs whose work in Latin America dates back to 1942. The Marshall plan started in 1947 was carried on, principally in Europe, by the Economic Cooperation Administration, later the Mutual Security Agency. "Point Four" was represented in the Near East, Africa, and South Asia by the Technical Cooperation Administration. The three agencies were combined in 1953 into the Foreign Operations Administration. In 1955, FOA was brought into the Department of State as a semi-autonomous unit under title of International Cooperation Administration. The programs and techniques have, however, been much more continuous than the name and methods of organization.

As early as 1951 the Economic Cooperation Administration negotiated an agricultural contract between Cornell University and the University of the Philippines. At the same time the Institute of Inter-American Affairs negotiated a somewhat similar contract with the University of Arkansas for work in Panama, and the Technical Cooperation Administration negotiated a contract with the Oklahoma Agricultural and Mechanical College for work in Ethiopia.

In each of the three named foreign countries a Mission had already been set up for systematic assistance. In virtually all countries in which ICA operates there are still large numbers of directly employed technicians. However, all three predecessor agencies came to the conclusion independently that one of the important functions of technical assistance was to help foreign universities, technical schools, and research institutes in order to strengthen the institutions so that they could continue on a permanent basis the modern methods which they had learned from American technicians.

Characteristics of ICA University Contracts

The university contracts have posed a problem in organization. Universities are clearly able to do the best job of helping other universities, but they are accustomed to the broadest type of academic freedom, and most American institutions would not be interested in work abroad which put them under the immediate day-by-day supervision of Government officers. On the other hand, it would not seem desirable to have different groups of technicians in a country supported by U. S. Government funds and operating independently of one another. The arrangement is therefore made through which the university group works closely with the host institutions and is in frequent contact on technical matters with the ICA Mission, but does not receive instructions from that Mission except on the most basic policy matters; such matters do not arise very often after the contract is signed. Each university group is under the general administrative direction of the ICA Mission director in the country, but this involves no detailed supervision. There are frequent contacts, however, of a technical nature, between the university's team and the ICA technicians. For instance, the University of Illinois has a large contract for assistance to the Indian Institute of Technology at Kharagpur in India. The ICA Mission in New Delhi has numerous engineers

*University contract coordinator, International Cooperation Administration.

assisting in several engineering projects of the Government of India. It is clearly appropriate for the ICA technicians and the University of Illinois professors to consult on the probable future requirements in India for various types of engineers. This consultation does not involve a supervisory relationship.

When a foreign institution desires the aid of an American partner it clears the request through its own government before officially presenting it to the ICA Mission. If approved by that Mission, the request is then transmitted to ICA in Washington, ordinarily with the names of one or more American universities as prospective partners for the host institution. After approval in ICA, the American institution is invited to send a dean to visit the host institution and to discuss with its officials and with the ICA Mission the main outlines of the project, including subjects to be covered and the number of American and host country professors to be exchanged. There is also usually an agreement on the maximum cost of books and equipment to be charged to the project. The deans are encouraged to work out an integrated project whereby the American technicians work closely with host country counterparts, learning as much as possible in the first few months before they make suggestions.

After a year or two of such partnership (and sometimes earlier) the counterpart professor studies at the American institution for a year. When American technicians and their foreign counterparts have this combination of knowledge, experience, and insight, they are able to devise curriculums and teaching methods which more nearly fit the needs of the host country than do their existing curriculums and methods or those of America or any other country. Many host countries suffer from a 19th century system imported from Europe and never designed to fit their own needs. American technicians are warned against attempting to persuade foreigners to adopt American institutions or methods without careful consideration of their applicability to conditions in the host country.

There are three main distinguishing features of the contracts:

1. They are integral parts of the overall U. S. technical assistance program in a given country, and most of them have three principal phases: (*a*) provision of American professors to assist in curriculum building, research, extension, and teaching; (*b*) training of host country professors both in the country concerned and in the U. S.; and (*c*) provision of necessary books and equipment.

2. Such projects are seldom scheduled for periods of less than 3 years, and the majority have been extended for another year or two. They are fairly sizable projects and aim at making a lasting contribution.

3. They are limited to technical fields most closely related to the general economic development, which is the chief aim of technical assistance. Thus the contracts include assistance in agriculture, education (including audio-visual education and some home economics), industry and engineering, public administration, business administration, medicine and public health, housing and community development, and related fields.

Since the accompanying list was compiled a new contract, involving assistance of Rensselaer Polytechnic Institute to Roorkee University, in India, has been signed and two or three of the foregoing have been completed. There were 33 additional contracts in negotiation on December 1, 1955.

Under the foregoing contracts there are approximately 500 American professors overseas (December 1955), and the number is growing steadily. There are about 250 host country professors in this country, and the number is also increasing.

A Two-Way Exchange

The benefits of exchange are by no means one-sided, for American professors return to their campuses with a greatly broadened understanding of the world in which we live and of American responsibilities in it.

The American professors have thus far received base salaries approximately 11 percent above salaries and other professional earnings at home, consequently the contract offers only a small financial incentive to the individual professor. Contract employees receive the same allowance as U. S. foreign service and ICA employees in the same country. They work under a team leader, much of whose time must necessarily be spent in consultation with officials of the host government and the U. S. Mission, and in correspondence with the campus coordinator at home. University contract personnel remain on the university rolls and hence do not lose continuity of service, nor retirement benefits when they serve abroad under their own institution.

ICA financed contracts in operation on September 30, 1955

Regional Contracts

Area	*Host country institution(s)*	*U. S. university*	*Field(s) of activity*
1. Latin America	USOMs (U. S. Operations Missions)	Harvard University	Public health (nutrition)
2. Latin America and Near East.	USOMs	Teachers College, Columbia University.	Education
3. Near East	USOMs	Syracuse University	Audio-visual education
4. Near East	USOMs	University of Wisconsin	Agriculture (land problems survey)

Latin America

Country	*Host country institution(s)*	*U. S. university*	*Field(s) of activity*
1. Bolivia	University of San Andres	University of Tennessee	Public administration
2. Brazil	Rural University of the State of Minas Gerais at Vicosa, Brazil.	Purdue University	Agriculture and home economics
3. Brazil	Getulio Vargas Foundation	Michigan State University	Business administration
4. British Guiana, Surinam, and Jamaica.	USOMs	University of Maryland	Agriculture, engineering, health, housing, community development
5. Chile	Departamento Tecnico Inter-Americano Cooperacion Agricola.	University of California	Agriculture
6. Colombia	Instituto de Credito Territorial	University of Illinois	Housing
7. Colombia	National University of Colombia	Michigan State University	Agriculture and natural resources
8. Costa Rica	Ministry of Agriculture and Industries of Costa Rica.	University of Florida	Agriculture
9. Cuba	Ministry of Education	University of Tampa	Vocational education
10. Ecuador	Universities of Quito and Guayaquil	University of Idaho	Agriculture
11. Mexico	Instituto Mexicano de Investigaciones Technologicas, Banco de Mexico.	Armour Research Foundation of the Illinois Institute of Technology.	Industrial development
12. Mexico	El Olivar School of Mexico City	University of Michigan	Vocational education
13. Mexico	Palo Alto Laboratories of the Ministry of Agriculture of Mexico.	University of Pennsylvania	Agriculture (veterinary)
14. Mexico	Escuela Superior de Agricultura "Antonia Narro."	Texas Agricultural and Mechanical College System.	Agriculture
15. Mexico	Instituto Mexicano de Investigaciones Technologicas, Banco de Mexico.	Teachers College, Columbia University.	Education
16. Nicaragua	Servicio Cooperativo Inter-Americano de Educacion Publica.	University of Florida	Education
17. Panama	Panama Ministry of Agriculture and National Institute of Agriculture of Panama at Divisa.	University of Arkansas	Agriculture and home economics
18. Panama	Government of the Republic of Panama.	University of Tennessee	Public administration
19. Peru	The National School of Engineering of Peru.	University of North Carolina	Sanitary engineering
20. Peru	Programa Cooperativo de Experimentacion Agropecuaria.	State College of Agriculture and Engineering of the University of North Carolina.	Agriculture
21. Peru	The National School of Engineering of Peru.	State College of Agriculture and Engineering of the University of North Carolina.	Textile engineering

Europe

1. Italy	University of Bologna	University of California	Public administration

Near East, South Asia and Africa

1. Afghanistan	Government of Afghanistan	University of Wyoming	Agriculture, engineering, education and other fields.

Country	*Host country institution(s)*	*U. S. university*	*Field(s) of activity*
2. Afghanistan	Teachers Training College in Kabul and Ministry of Education of Afghanistan.	Teachers College, Columbia University.	Education
3. Ethiopia	Government of Ethiopia and USOM	Oklahoma A & M College	Agriculture and education
4. India	Allahabad Agricultural Institute	University of Illinois	Agriculture
5. India	Indian Institute of Technology of Kharagpur.	University of Illinois	Engineering
6. India	Bengal Engineering College at Sidhpur, West Bengal, and the Indian Institute of Science at Bangalore, Mysore, and others.	University of Wisconsin	Engineering and education.
7. India	Ministry of Education of India	University of Tennessee	Education (home economics).
8. India	India Ministry of Food and Agriculture.	Ohio State University	Agriculture and engineering.
9. Iran	Rural Development Board of Iran	Utah State Agricultural College	Agriculture.
10. Iran	Rural Development Board of Iran	Brigham Young University	Education.
11. Iran	Government of Iran and USOM	Syracuse University	Audio-visual education.
12. Iran	University of Tehran	University of Southern California.	Public administration.
13. Iraq	Government of Iraq	Bradley University	Vocational education.
14. Iraq	Government of Iraq and Abu Ghraib Agricultural College.	University of Arizona	Agriculture.
15. Iraq	USOM	University of Syracuse	Audio-visual education.
16. Israel	USOM	State University, New York	Public health, education, agriculture and industry.
17. Jordan	Cooperative Department for Agriculture of the Hashemite Kingdom of Jordan.	Montana State College	Agriculture.
18. Kenya	The Royal Technical College of East Africa.	Rutgers University	Engineering.
19. Lebanon	École des Arts et Metiers of Beirut	Isaac Delgado Central Trades School (New Orleans).	Education.
20. Liberia	Joint Commission of Liberia	Cornell University	Legal codification
21. Liberia	Booker Washington Institute	Texas A & M College System (Prairie View A & M College).	Education
22. Libya	USOM	Syracuse University	Audio-visual education
23. Nepal	Ministry of Education of Nepal	University of Oregon	Education
24. Pakistan	Punjab University and others	State College of Washington	Agriculture, engineering, education, business administration and home economics.
25. Pakistan	University of Dacca	Texas A & M College System	Education, business administration, agriculture, engineering and home economics.
26. Pakistan	Peshawar University	Colorado A & M College	Engineering, agriculture, education and home economics.
27. Pakistan	Karachi University	Wharton School of Finance & Commerce, University of Pennsylvania.	Public and business administration.
28. Pakistan	The University of Sind (and Affiliated Colleges).	New Mexico College of Agriculture and Mechanic Arts.	Agriculture
29. Pakistan	Khyber Medical College of the University of Peshawar.	Indiana University	Medicine.
30. Turkey	English language training center at Ankara.	Georgetown University	Education (English language training).
31. Turkey	Ataturk University	University of Nebraska	Agriculture, engineering, business administration, and education.
32. Turkey	University of Ankara	New York University	Public administration.

Country	Host country institution(s)	U. S. university	Field(s) of activity
33. Turkey	Ministry of Education of Government of Turkey.	Spring Garden Institute	Engineering (automotive mechanics).
34. Turkey	Faculties of Architecture and Community Planning in the Middle East Technical University.	University of Pennsylvania	Architecture and community planning.
	Far East		
1. Burma	Industrial Development Corporation of Ministry of Industry and Mines.	Armour Research Foundation of Illinois Institute of Technology.	Industrial research and development.
2. Indonesia	University of Indonesia	University of California	Medicine.
3. Indonesia	Teacher training centers in Medan, Semarang, and others.	Tuskegee Institute	Vocational education.
4. Indonesia	Gadjah Mada University	University of California	Engineering.
5. Korea	National University of Seoul	University of Minnesota	Agriculture, engineering, medicine and education.
6. Philippines	College of Agriculture, University of the Philippines.	Cornell University	Agriculture
7. Philippines	Institute of Public Administration, University of the Philippines.	University of Michigan	Public administration.
8. Philippines	Colleges of Engineering, Education and Business Administration of University of Philippines.	Stanford University	Engineering, education, and business administration.
9. Philippines	University of Philippines	University of Connecticut	Labor.
10. Taiwan	Taiwan College of Engineering	Purdue University	Engineering.
11. Taiwan	Taiwan Teachers College	Pennsylvania State University	Education.
12. Taiwan	National Taiwan University	University of California	Agriculture.
13. Thailand	Chulalongkorn University	University of Texas	Engineering.
14. Thailand	Kasetsart University	Oregon State College	Agriculture.
15. Thailand	The College of Education	Indiana University	Education.
16. Thailand	Thammasat University	Indiana University	Public administration.
17. Vietnam	National Institute of Administration	Michigan State University	Public administration.

An outstandingly successful contract has been one in the field of public administration, whereby the University of Michigan contracted with the University of the Philippines for assistance in setting up the Institute of Public Administration. Next June, after 3 years of work under the contract, Michigan can reduce its assistance to one professor and the training of one Filipino professor at any one time. The Rockefeller Foundation has agreed to support this small continuing project after the completion of the ICA-financed contract. Philippine educators are thus ready to run their own institute at a high level of efficiency with very little outside help.

The Oklahoma A & M project in Ethiopia involves a nation which has not had the intimate educational contact with a Western country which the Philippines have had for many decades. Oklahoma A & M has helped to set up an agricultural college and several vocational schools, and all observers consider it a highly successful example of technical cooperation. Although the project is now 4 years old, it will require several years more to complete the selection and training of the Ethiopian staff. Most other contracts involve educational situations requiring periods of time somewhere between those of the Philippines and Ethiopia.

The North Carolina College of Agriculture and Engineering and the University of North Carolina have rendered outstanding service to the National School of Engineering at Lima, Peru, in textile engineering and sanitary engineering, and the former has also been of great assistance to the Peruvians in developing their agricultural research program. Michigan State University has been giving effective assistance to the Getulio Vargas Foundation in establishing at Sao Paulo, Brazil, the first university-level school of business administration in Latin America. Through this program 4 intensive courses of 12 weeks duration have been given to Brazilians at the middle management level. The freshman year of the 4-year course has just been com-

pleted, and progress is being made on setting up the other years.

The University of Minnesota has undertaken to assist the medical, engineering, and agricultural colleges of Seoul National University in Korea in adjusting to the modern age. Those institutions had few except Japanese professors and students before the war, and until recently very few Korean professors went farther than Japan for their contacts with the outside world. Because wartime destruction left Seoul National University with virtually no laboratory equipment, the Minnesota contract has a larger component of laboratory equipment than any other contract, present or prospective. Nearly 50 Korean professors are now studying at the University of Minnesota, which sends some of them to other institutions for special studies in order that they may receive the best possible help in this country in acquiring the technical competence necessary to bring their university abreast of modern developments.

Teachers College of Columbia University has a group of highly qualified education professors in Kabul, Afghanistan, assisting in building up a teachers college. The University of Wyoming is helping a technical institute in the same city. The Soviet Union has also given Kabul some paved streets and gaily decorated buses, so the American technical assistance teams are not without competition. It is hoped, however, that in the long run the assistance in teaching methods and curriculum will enable the Afghans to operate in the future on a higher level of educational efficiency and will be more effective than the temporary aid in pavement and buses.

Aims and Accomplishments

The aims and accomplishments of the technical assistance program in general and the university contract component in particular may be summarized as follows:

A. They assist host governments and educational institutions in meeting the revolution of rising expectations. Asians and Africans today are probably no hungrier and no more subject to disease and poverty than their ancestors were for many generations past. Due, however, to world-wide upheavals in the past 15 years the masses in most countries are demanding and expecting that promises of greatly improved conditions will be kept. Unless some of those promises are fulfilled in democratic ways, the people are likely to listen with sympathy to the specious pleas of all kinds of fanatics. On the other hand, education and technical assistance may improve their standard of living and of health and encourage them to continue to use evolutionary and peaceful means for improvement of their lives.

B. University contracts help the universities of America and of 36 other countries to learn to live together with a larger degree of mutual understanding in a most difficult period of world history. It is obvious that U. S. university professors, without making any effort at political propaganda, will be required by questions from their students and colleagues to explain the free way of life to their alert hosts, many of whom have not made up their minds about the ideological struggle now going on throughout the world.

C. In Pakistan, the Philippines, India, and other countries considerable success has been achieved in building up a rapport between the local business community and a local university similar to that which has long existed between American colleges of engineering and business and the American business community. Outside of the U. S. it is rare to find a close working relationship between the business community and the university. In-service training is again a rarity abroad, and is being developed in a number of Latin American and Asiatic contracts. Libraries are sometimes fragmented in the host institution, and in the Philippines and Pakistan outstanding American libraries have assisted in building up central card indexes and central libraries which are now being maintained and managed without further outside assistance.

As noted above, the deans and other officials of American universities find numerous problems involved in these contracts. A distinguished scholar was sent abroad recently to survey the need for a contract between his university and a foreign institution. After candidly discussing numerous difficulties which seemed unavoidable, he concluded his recommendations to his dean with the following paragraph:

> This job will require men with a certain degree of missionary spirit—but such men can exert a far-reaching influence that might have tremendous future significance in this forming nation. The easy recommendation to you would be to stay out and avoid all manner of headaches and even possible failure. I can't make that recommendation. I think that we should get as many of the important commitments as possible before going in—and then, go in. I say this because I don't dare to contemplate the alternative: to stay out and see this uncertain nation slip into chaos and Communism while we make no effort to save it.

Federal Surplus Property for Education

By W. T. FRAZIER*

DONATIONS of Federal surplus property for education and health purposes have recently hit a new high. Since the passage of Public Law 61, approved by the President on June 3, 1955, allocations of personal property have increased from $13 million per month to $18 million, an increase of nearly 40 percent. Public Law 61 (84th Cong.) makes "stock fund" property held by the Department of Defense and other Federal agencies available for donation before being offered for sale. Prior to June 3, stock fund property was sold when it became surplus, and the receipts were deposited to the working capital or stock fund account. This change in the law is particularly significant because stock funds cover items in common use, nearly all of which are usable for health or educational purposes.

Colleges and universities are now obtaining valuable equipment and supplies, much of which is new and unused and of types that have not been available for many years. This property includes jet engines, aircraft, laboratory equipment, electronic equipment of all types, textiles, machine tools, hand tools, maintenance supplies such as paint and hardware, office machines, surveying instruments, boats for marine research, construction material, and vehicles of all types.

Supplies and Equipment

Southern Illinois University reports that it has received well over one-half million dollars worth of surplus personal property, in addition to many buildings now being used for shops and for housing. The university representative says, "In fact, if all surplus items now used by the university were to be withdrawn without replacement, at least 50 percent of our operations would be brought to a standstill."

Floodlights formerly used by the Voice of America are now used in the Yale University Audio-Visual Center in teaching cinematography. Cornell University obtained a viscometer, when none were available on the open market, for use in the rubber research program of the School of Chemical Engineering. The College of Engineering of Princeton University is utilizing a surplus plastics extruder to conduct research in the field of plastics. Fordham University has converted a surplus Army searchlight into a solar-ray furnace. A carburetor test stand and a sheet metal brake with a 6-foot blade have made valuable additions to the laboratories of Clemson Agricultural College.

Atomic Energy Commission equipment has been donated to universities offering courses in nuclear physics. The University of Florida and the University of North Carolina have received A.E.C. measuring systems. At the University of Maryland, a supersonic wind tunnel has been constructed by members of the Aeronautical Engineering Department from parts of a former Japanese wind tunnel and two large steel tanks formerly used by the Navy in conducting a diving school.

Expensive machine tools are being added to the college machine shops. Oregon State College has received a Cincinnati metal working shaper; the University of California, a Cincinnati No. 2 milling machine and a LeBlond lathe; and the University of Washington, three Fuller compressors for use in the construction of a combination transonic and supersonic wind tunnel.

Allocations of personal property are made by the U. S. Department of Health, Education, and Welfare to the various State agencies for surplus property, which in turn distribute the property to the eligible institutions. The pamphlet *Acquiring Surplus Property for Health or Educational Use* (for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., 15 cents a copy) explains in some detail the procedure followed by institutions in obtaining surplus property. This pamphlet also contains a directory of the Department and State agency offices.

Real Property

Real property, consisting of land, land and buildings, or buildings for removal from site, is also available for educational and health purposes. Transfers are being made at the rate of about $1.5 million a month for school sites, additions to college campuses, student and faculty housing, vocational agriculture, forest management, and other types of educational and health programs. The volume

*Chief, Division of Surplus Property Utilization, Office of Field Administration, Department of Health, Education, and Welfare.

of real property available is increasing because all Government agencies are being urged to dispose of property no longer needed for Federal purposes.

The University of Tennessee has obtained 27 buildings from Camp Breckenridge, Ky., for housing of married students. The University of North Dakota has obtained title to a small tract of land, with four buildings, formerly used by the U. S. Bureau of Mines in experimenting on lignite coal.

Three buildings from Love Field at Dallas, Tex., were transferred to the Southwestern Christian College to replace dormitories and faculty housing destroyed by fire.

Many colleges and universities have received their entire real property from Government surplus. The University of Corpus Christi occupies a former naval air station at Corpus Christi, Tex. The American Institute of Foreign Trade began its operations at the former Thunder Bird Field No. 1, near Phoenix, Arizona. St. Michael's College obtained a part of Bruns General Hospital at Santa Fe, New Mexico, to begin a new school. The Northington Campus of the University of Alabama was a former Army hospital, and the Santa Barbara Branch of the University of California was used previously as a Marine air base.

A number of universities have obtained tracts of surplus land for experimental farming and research work. The University of Iowa conducts experiments on a part of the former Des Moines Ordnance Plant. The University of Minnesota established the Rosemont Research Center at the Gopher Ordnance Plant. Oregon State College Experimental Farm is a part of a former Army camp, while the University of Florida has established its Forestry Branch at a former naval air station.

The University of Utah has expanded its campus by taking over Fort Douglas. The Temple University Dental and Pharmaceutical School is housed in a former industrial plant in Philadelphia. The Norman Campus of the University of Oklahoma is situated on a former naval air station; the College of Charleston and the Medical College of South Carolina share the former Fort Johnson property for research programs.

Conclusion

In the last 10 years more than $1.5 billion of Federal property has been transferred for health and educational purposes. This program of secondary utilization of Federal property by tax-supported or tax-exempt health and educational institutions is now recognized as one of the important Federal-aid programs for health and education.

If a college or university is not receiving its share of Federal surplus property, it should communicate with the appropriate State agency or H. E. W. regional office and find out how it can participate.

Education of Korea Veterans

KOREA VETERANS have brought an unusual degree of maturity and stability to their Korean GI bill training, according to a Veterans Administration study. The study disclosed that the typical Korea veteran was nearly 25 years old at the time he started his GI training. Sixty percent of the veterans were between 20 and 24 years old. Another 32 percent were between 25 and 30. Nearly all the rest were over 30; a small handful were under 20.

Nearly half of all Korean GI bill trainees are supporting families while pursuing their studies. The majority of the "family men" have children. Married veterans seemed to concentrate in schools below the college level and in on-the-job and on-the-farm courses. On the other hand, single veterans were attracted mainly to colleges and universities, where 60 percent were single and 40 percent married.

The typical Korea veteran did not start GI training from "scratch." Although, he most likely had some training before his military service, he found he needed the GI program after discharge in order to qualify for jobs in a labor market that today demands higher levels of education and training than he had at the time he entered service. The average veteran already had completed high school at the time he enrolled under the Korean GI bill. Less than 10 percent had gone no further than grade school, while 26 percent had attended college prior to their GI studies. Examining the records of GI college students alone, the survey found that 45 percent had been to college before and were using the GI bill to further their higher learning studies.

So far, more than 1,100,000 veterans—1 out of every 4 who served during the Korea conflict period—have received some form of Korean GI bill training during the 3 years the program has been in operation. About one-half attended college; the rest enrolled in other forms of training.

Women veterans participated in the program to a much lesser extent than the men. Only one out of every 20 eligible women veterans—a total of about 10,000—have entered training to date. More than half of the women went to college.

Participation of Korea veterans, both men and women, in GI training is bound to rise, the report says, since the GI bill has a goodly number of years to go.

Demand for College Teachers

A STRIKING CHANGE in the demand for teachers during the past year has been recorded at the University of Illinois Office of Teacher Placement where openings for college teachers increased by more than 40 percent over 1953–54. The increased call for college teachers—from 1,510 on 1953–54 to 2,164 in 1954–55—suggests that the bulge in enrollment first felt in the elementary schools, then the high schools, has now reached the colleges.

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From the Office of Education

Annual Report of Office of Education. Reprint from the *Annual Report of the U. S. Department of Health, Education, and Welfare, 1954.* Washington, 1955. [21 p.] Free.

Children's Body Measurements for Planning & Equipping Schools, by W. Edgar Martin. A Handbook for School Officials and Architects. Washington, U. S. Government Printing Office, 1955. 113 p. 50 cents. (Special Publication No. 4.)

Education for Homemaking in the Secondary Schools of the United States, by Berenice Mallory and Mary Laxson Buffum. Washington, U. S. Government Printing Office, 1955. 32 p. 30 cents. (Special Series No. 4.)

Education in the United States of America. Washington, U. S. Government Printing Office, 1955. 72 p. 45 cents. (Special Series No. 3, Revised 1955.)

Handbook—Office of Education. Washington, 1955. 18 p. Free.

Public School Finance Programs of the United States, by Clayton D. Hutchins and Albert R. Munse. Washington, U. S. Government Printing Office, 1955. 251 p. $1.50. (Misc. No. 22.)

State Testing Programs and Services, by David Segel. Washington, D. C., June 1955. 22 p. Free.

Teaching Aids for Developing International Understanding, by Stella Louise Ferreira and Edith Harper. Washington, D. C., 1955. 17 p. Free.

U. S. Government Films for Public Educational Use, by Seerley Reid, Anita Carpenter, and Annie Rose Daugherty. Washington, U. S. Government Printing Office, 1955. 651 p. $1.75. (Bulletin 1955, No. 1.)

From Other Government Agencies

U. S. Department of Health, Education, and Welfare. *Annual Report, 1954.* Washington, U. S. Government Printing Office, 1955. 278 p. 75 cents.

——— *Selected References on Aging: An Annotated Bibliography, 1955.* Compiled for the Committee on Aging by the Library of the Department. Washington, U. S. Government Printing Office, 1955. 61 p. 30 cents.

U. S. Department of Labor. *New Teachers for the Nation's Children: An Idea for Community Action.* Prepared by the Women's Bureau in cooperation with U. S. Office of Education and The Committee on New Teachers for the Nation's Classrooms. Washington, U. S. Government Printing Office, 1955. 10 p. 15 cents. (Women's Bureau Leaflet 23.)

National Science Foundation. *Manpower Resources in the Biological Sciences.* A Study Conducted Jointly with the United States Department of Labor, Bureau of Labor Statistics. Washington, U. S. Government Printing Office, 1955. 53 p. 40 cents.

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Current Issues in Higher Education, 1955. Proceedings of the Tenth Annual National Conference on Higher Education, Chicago, Ill., Feb. 28–Mar. 2, 1955. G. Kerry Smith, *ed.* Washington 6, D. C., Association for Higher Education, a Department of the National Education Association, 1955. 343 p. Paper, $3.

Education at Amherst: The New Program, Gail Kennedy, *ed.* New York, Harper & Brothers, 1955. 330 p. $4.

Presents first the 1945 report of the Faculty Long Range Policy Committee in which recommendations for extensive changes were made. Nearly all the recommendations, which covered the curriculum, admissions, athletics, fraternities, and other phases of college life, were adopted. The second part of the book is an account of how the recommended changes were carried out. It presents a critical review of the new program made in the light of present situations. An excellent case study of how a college went about improving its program and the results it achieved.

General Education and the Liberal College, by William F. Cunningham. St. Louis 2, Mo., B. Herder Book Co., 1953. 286 p. $4.

Written by a prominent Catholic educator, the book presents a challenge to all concerned with Catholic education. The three parts are: Why Teach—Educational Goals; What to Teach—The Curriculum; How and Where to Teach—Method and Administration. Analyzes the shortcomings of the present system of liberal education and suggests definite remedies for its improvement. A synthesis of the ideas of administrators and teachers in Catholic colleges.

Forestry and Related Research in North America, by Frank H. Kaufert and William H. Cummings. Mills Bldg., Washington 6, Society of American Foresters, 1955. 280 p. $5.

Reviews the progress in forestry and related research in the United States, Canada, and Mexico during the past quarter-century, indicates the present status of research by all agencies, assesses the adequacy of present research, and formulates recommendations and goals for the next quarter-century.

Values of Future Teachers: A Study of Attitudes Toward Contemporary Issues, by Fay L. Corey. New York, Bureau of Publications, Teachers College, Columbia University, 1955. 146 p. $3.50.

The purposes are: (1) to determine what the values of future teachers studying in the colleges actually are and how they relate to accepted values which noted educators consider it imperative to foster; and (2) to stimulate the thinking of future teachers relative to their own values. Reports student opinion in the words of students on the things they consider important.

Report on the National Conference on Exchange of Persons, Feb. 23–25, 1955. New York, N. Y., Institute of International Education, 1955. 84 p.

A Restudy of the Needs of California in Higher Education, prepared for the Liaison Committee of the Regents of the University of California and the California State Board of Education. Sacramento, Calif., California State Department of Education, 1955. 473 p.

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